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TRAINING ON THE UTILIZATION OF *CANVA AI* AND *CHATGPT* IN THE DEVELOPMENT OF SIMPLE LEARNING MEDIA FOR TEACHER IN MALAYSIA

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Abstract

This program describes a training program at At-Tanzil Learning Center in Malaysia to strengthen teachers' capacity to use *Canva AI* and *ChatGPT* to develop simple learning media for Indonesian migrant children. The program used a participatory, practice-oriented approach involving needs assessment, demonstrations, guided hands-on activities, media development, classroom application, and reflection. Teachers explored *ChatGPT* for preparing lesson materials, worksheets, quizzes, and learning scenarios, and *Canva AI* for creating presentations, posters, infographics, and other visual resources. The training also addressed prompt writing, curriculum alignment, and responsible use of *generative AI*. Participants gained practical experience creating *AI-assisted* materials and reported greater confidence in adapting them to their classroom contexts. The process highlighted the importance of reviewing *AI-generated* content for accuracy, relevance, and cultural appropriateness before classroom use. Differences in teachers' initial skills and technical constraints, including internet and device access, underscored the need for continued mentoring and institutional support. The program demonstrates the value of combining practical tool use with critical reflection to support context-sensitive instructional design.

Keywords: generative AI, Canva AI, ChatGPT, teacher training, learning media, Malaysia

Abstrak

Program ini menguraikan kegiatan pelatihan di At-Tanzil Learning Center, Malaysia, yang bertujuan untuk memperkuat kapasitas guru dalam menggunakan Canva AI dan ChatGPT guna mengembangkan media pembelajaran sederhana bagi anak-anak pekerja migran Indonesia. Program ini menerapkan pendekatan partisipatif yang berorientasi pada praktik, mencakup penilaian kebutuhan, demonstrasi, kegiatan praktik terbimbing, pengembangan media, penerapan di kelas, serta refleksi. Para guru mengeksplorasi penggunaan ChatGPT untuk menyiapkan materi pelajaran, lembar kerja, kuis, dan skenario pembelajaran, serta menggunakan Canva AI untuk membuat presentasi, poster, infografis, dan sumber daya visual lainnya. Pelatihan ini juga membahas teknik penyusunan perintah (*prompt*), penyelarasan dengan kurikulum, dan penggunaan kecerdasan buatan generatif (*generative AI*) secara bertanggung jawab. Peserta memperoleh pengalaman praktis dalam menciptakan materi berbasis AI dan melaporkan peningkatan kepercayaan diri dalam menyesuaikan materi tersebut dengan konteks kelas mereka. Proses ini menekankan pentingnya meninjau konten yang dihasilkan oleh AI terkait akurasi, relevansi, dan kesesuaian budaya sebelum digunakan di dalam kelas. Perbedaan tingkat keterampilan awal guru serta kendala teknis, seperti akses terhadap

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internet dan perangkat, menunjukkan perlunya pendampingan berkelanjutan dan dukungan kelembagaan. Program ini menunjukkan nilai dari penggabungan penggunaan perangkat praktis dengan refleksi kritis untuk mendukung perancangan pembelajaran yang peka terhadap konteks.

Kata kunci: kecerdasan buatan generatif (*generative AI*), Canva AI, ChatGPT, pelatihan guru, media pembelajaran, Malaysia

INTRODUCTION

Generative AI platforms such as *ChatGPT* and *Canva AI* have become accessible tools that enable teachers to design engaging instructional materials efficiently while reducing preparation time (Laksana, et al., 2026, p. 4).However, effective use also requires teachers to craft purposeful prompts and adapt AI-generated materials to learners' levels and curriculum standards, competencies that can be developed through guided practice (Abdulayeva, Zhanatbekova, Andasbayev, & Boribekova, 2025, p. 1505424). Accordingly, this training was designed to build these competencies by combining short demonstrations of AI tools with hands-on practice in designing simple learning media, a model that has also been shown to improve teachers' technology-based instructional design skills at the primary level (Rahmi & Mustika, 2026). Such hands-on, scaffolded approaches are particularly valuable because teachers' confidence with AI tools often determines whether they adopt them in practice (Abdilah, et al., 2026, p. 93), and a structured workshop format allows participants to build that confidence through repeated, supervised use.Such structured, iterative practice also gives teachers the opportunity to evaluate AI outputs critically, a skill that is essential given that generated content still requires careful review, editing, and tailoring to learners' specific needs (Levy-Nadav, Shamir-Inbal, & Blau, 2026, p. 3523). In practice, teachers can check whether materials align with learning objectives, offer an appropriate level of complexity, and address learners' differing needs, then refine the prompts or revise the outputs before using them in class (Tong, et al., 2026, p. 10151).

Such iterative refinement also helps teachers recognize that *GenAI* outputs are often too broad to be directly applicable, so the contextualization step becomes a core part of lesson authorship rather than an optional add-on (Kim, 2025, p. 218). Accordingly, the training treated teachers' judgment as the central safeguard, positioning them as the final decision-makers who determine whether an AI-generated resource is pedagogically sound for their specific learners (Zhaı, 2024, p. 1327). This judgment-centred view aligns with evidence that teachers' adoption of *GenAI* depends on sustained formal support that builds their capacity to navigate the entanglement of technology, pedagogy, and professional responsibility (Maher, et al., 2026, p. 1307). Accordingly, the training was framed not merely as a skills workshop but as a structured opportunity for teachers to develop the critical evaluation habits needed to use *GenAI* responsibly in their own instructional planning. Consistent with this, the training also encouraged teachers to treat each *AI-generated* draft as a starting point for iterative evaluation and revision, a practice that shifts them from passive recipients toward active constructors of instructional content (Fang, Feng, Yan, & Zhou, 2026, p. 37). Such a shift is particularly important because teachers who engage critically with AI outputs are better positioned to identify inaccuracies, bias, and age-inappropriate content before these materials reach learners (Hussein, Daher, & Assali, 2026, p. 11).Such critical scrutiny also reinforces the view that teachers, rather than the tools themselves, remain accountable for the pedagogical

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quality of the resources they deliver, as teachers who filter AI outputs through their own expertise turn generated answers into starting points for critique and revision rather than final products (Ghamrawi, Ghamrawi, Shal, Ghamrawi, & Ghamrawi, 2026, p. 5255). In practice, this responsibility includes being able to explain which suggestions were accepted, adapted, or rejected and why, making the reasoning behind the final instructional resource visible (Milner-Bolotin, 2026, p. 1571). This keeps the use of AI anchored in teachers' learning objectives and professional judgment rather than in the appeal of a polished output alone.

Consistent with this, the rubric-mediated view holds that AI does not replace teacher judgment but instead requires an external evaluation structure to achieve professionally acceptable levels of quality (Quintana, Garitano, Andonegui, & Serna, 2026, p. 9). Accordingly, the rubric functions as a small-scale governance artifact that keeps evaluative authority with the teacher, ensuring that every AI-supported resource is judged against explicit pedagogical criteria before it reaches learners (Quintana, Garitano, Andonegui, & Serna, 2026, p. 10). In practice, this means that teachers must document how each AI-generated draft was checked against curriculum objectives, learner needs, and cultural appropriateness, so that accountability for the final resource remains visible and traceable (Le, et al., 2026; Dangol, et al., 2026, p. 16). Such traceability also allows assessors and institutions to examine how AI-assisted drafts were validated, which is essential because rubric work in AI-supported assessment tends to remain top-down unless teachers actively co-design criteria with learners (Fajardo-Ramos, Chiappe, & Mella-Norambuena, 2025, p. 9). Co-design of this kind would shift evaluative authority from external specification toward shared ownership, so that learners help define what counts as a well-reasoned, pedagogically sound output and teachers retain responsibility for the final judgment (Koretsky, Ding, Chiu, Hällström, & Li, 2026, p. 6).Such a distributed model of accountability, in which teachers keep the final say while learners contribute to judgment criteria, also supports the development of learners' own evaluative judgement, since students must decide what to accept, question, reject, or investigate further when working with AI feedback (Fidalgo & Hashem, 2026, p. 4). Asking learners to justify these decisions against task criteria and relevant evidence, and to reflect on how AI shaped their reasoning, makes their judgment visible while encouraging disciplinary reasoning rather than uncritical compliance (Milner-Bolotin, 2026, p. 1567).

METHOD

This community service program adopts a *Participatory Action Learning* (PAL) approach, emphasizing active participation, collaborative learning, hands-on practice, and continuous mentoring. The methodology is designed to ensure that teachers at At-Tanzil Learning Center not only acquire knowledge about *Artificial Intelligence* (AI) tools but also develop the practical skills required to integrate these technologies into their daily teaching practices. The implementation consists of five interconnected phases.

Phase 1. Needs Assessment and Preparation

The program begins with a comprehensive needs assessment to identify teachers' existing competencies, challenges, and expectations regarding digital learning media and AI utilization. Data are collected through classroom observations, interviews with school management and teachers, questionnaires, and analysis of currently used instructional materials. This phase also includes coordination meetings with the school management to determine the training schedule, participant readiness, available facilities, and technical requirements. The findings from this stage become the basis for designing training

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materials that are relevant to the teachers' needs and the learning context of Indonesian migrant children in Malaysia.

Phase 2. Capacity Building Workshop

The second phase focuses on strengthening teachers' knowledge and skills through intensive workshops. Learning activities combine lectures, demonstrations, discussions, and guided practice. The workshop covers several topics, including the fundamentals of Artificial Intelligence in education, ethical and responsible AI usage, prompt engineering techniques, the utilization of *ChatGPT* for developing lesson plans, worksheets, quizzes, and teaching scenarios, as well as the use of *Canva AI* to design attractive presentations, posters, infographics, educational videos, and other visual learning resources. Participants receive practical examples and immediately practice each feature using their own teaching materials.

Phase 3. Guided Learning Media Development

Following the workshop, participants engage in collaborative project-based activities to develop AI-assisted learning media relevant to the subjects they teach. Each teacher is guided by the facilitators throughout the design process, beginning with determining learning objectives, preparing instructional content, generating text using *ChatGPT*, creating visual elements with *Canva AI*, and integrating both applications into complete learning media. During this stage, facilitators provide individual mentoring and constructive feedback to ensure that every product meets pedagogical principles, visual design standards, and learners' characteristics.

Phase 4. Classroom Implementation

The learning media produced during the training are then implemented in actual classroom teaching at At-Tanzil Learning Center. Teachers apply their *AI-assisted* instructional materials while the implementation team observes classroom interaction, student engagement, and teacher performance using structured observation instruments. This stage aims to evaluate the practicality and effectiveness of the developed learning media in supporting learning activities among Indonesian migrant children. Teachers also document their teaching experiences and identify strengths and areas for improvement during implementation.

Phase 5. Evaluation, Reflection, and Sustainability

The final phase evaluates the effectiveness of the community service program through both quantitative and qualitative approaches. Quantitative evaluation is conducted using pre-test and post-test instruments to measure improvements in teachers' AI literacy and digital competencies. Participants' learning media products are assessed using a rubric covering instructional quality, creativity, visual communication, AI utilization, and classroom applicability. Qualitative data are collected through participant satisfaction questionnaires, focus group discussions, and reflective interviews to capture teachers' experiences, perceived benefits, and recommendations for future programs.

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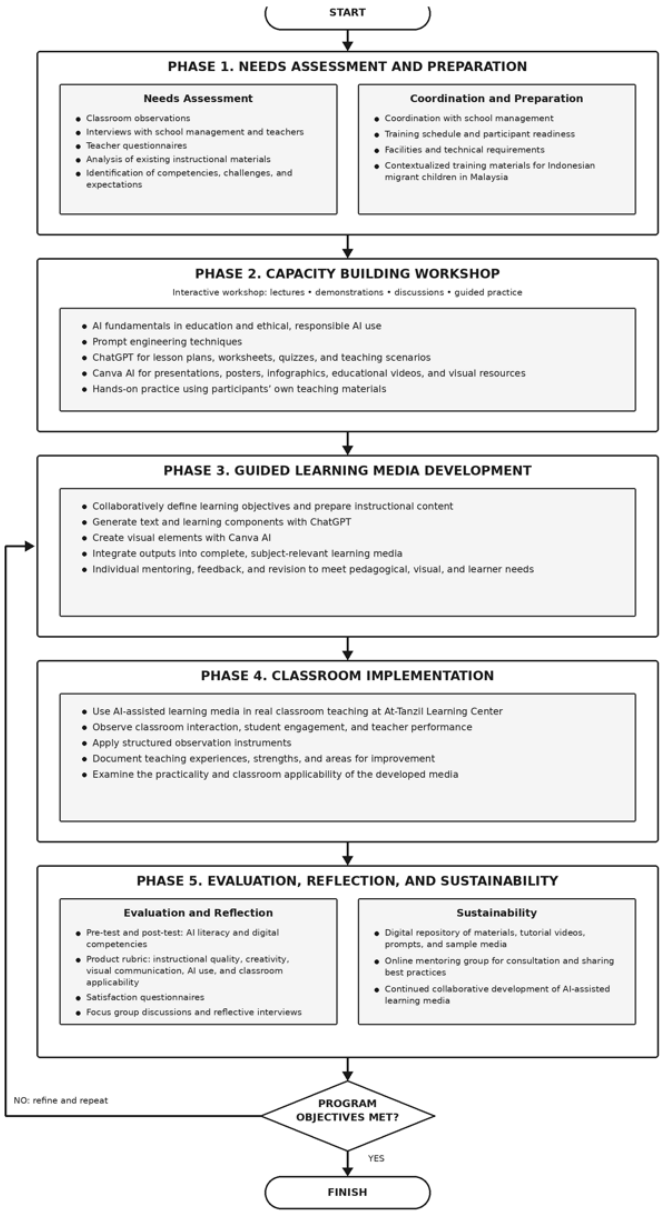


Figure 1. Community Service Flow Chart

To ensure sustainability, all learning materials, tutorial videos, prompt collections, and sample instructional media are compiled into a digital repository that can be accessed by teachers after the training. In addition, an online mentoring group will be established to facilitate continuous consultation, sharing of best practices, and collaborative development of *AI-assisted* learning media among teachers at At-Tanzil Learning Center.

RESULT AND DISCUSSION

RESULT

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The community service activity was implemented using a *Participatory Action Learning* (PAL) approach that emphasized active participation, collaborative learning, practical experience, mentoring, and reflection. The activity was conducted at At-Tanzil Learning Center, Malaysia, with a focus on strengthening teachers' competencies in utilizing *Artificial Intelligence* (AI), particularly *ChatGPT* and *Canva AI*, to develop simple, creative, and contextually relevant learning media. The implementation method was designed so that participants did not only receive theoretical knowledge but also directly practiced developing and applying AI-assisted learning media in their teaching activities.

The implementation began with a needs assessment and preparation stage. At this stage, the implementation team identified the teachers' existing competencies, challenges, and needs related to the use of digital learning media and AI technology. Coordination was also conducted with the management and teachers of At-Tanzil Learning Center to identify the training schedule, participant readiness, available facilities, and technical requirements. The information obtained from this stage became the basis for adjusting the training materials to the actual conditions and learning needs of Indonesian migrant children in Malaysia.

The next stage was a capacity-building workshop. The training was delivered through interactive presentations, demonstrations, discussions, and direct practice. Participants were introduced to the concept and potential use of AI in education, including responsible and ethical use of generative AI and basic prompt engineering. *ChatGPT* was practiced as a tool to assist teachers in preparing lesson plans, instructional materials, worksheets, quizzes, and learning scenarios, while *Canva AI* was introduced for developing presentations, posters, infographics, and other visual learning resources. Participants were encouraged to practice using materials relevant to their own teaching activities.



Figure 2. needs assessment and preparation stage

Following the workshop, the activity continued with guided development of learning media. Teachers were actively involved in producing their own AI-assisted learning media accordingto the subjects and learning objectives they teach. The development process began with identifying learning objectives and preparing instructional content, followed by the utilization of *ChatGPT* to generate and refine textual content and *Canva AI* to create visual components. The service team provided direct mentoring and feedback throughout the process to ensure that the resulting media were pedagogically appropriate, visually communicative, and suitable for the characteristics of the learners.

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The learning media developed by the participants were subsequently directed toward classroom implementation. Teachers applied the media in actual learning activities at At-Tanzil Learning Center, while the implementation team observed the learning process, teacher interaction, and student engagement. This stage provided an opportunity for teachers to experience directly the use of AI-assisted media in the classroom and to identify the strengths and aspects that still required improvement. Teachers also documented their experiences as material for subsequent reflection.

The final stage consisted of evaluation and reflection. Evaluation was carried out to identify changes in teachers' AI literacy and digital competencies, as well as the quality and applicability of the learning media produced. Product evaluation considered aspects of instructional quality, creativity, visual communication, utilization of AI, and applicability in classroom learning. Feedback and reflection from participants were also used to identify the benefits, challenges, and follow-up needs of the program.

The main technological innovation applied in this community service was the integration of *ChatGPT* and *Canva AI* into the teachers' instructional design process. *ChatGPT* was used to support the preparation and development of instructional content, while *Canva AI* supported the visualization and presentation of learning materials. The use of these technologies was directed not merely toward producing digital content, but toward helping teachers develop learning resources more efficiently while maintaining the relevance of the content to their learners and teaching context. The program therefore emphasized the role of AI as a supporting technology in the teacher's instructional process.

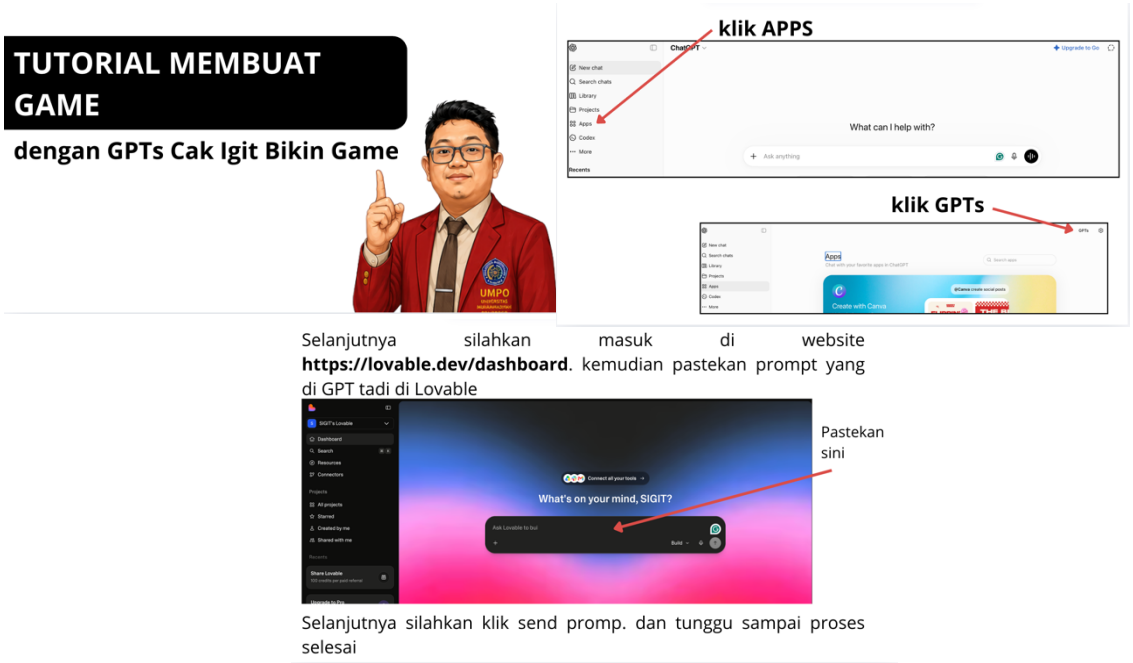


Figure 3. Tutorial Training on the Utilization of *Canva AI* and *ChatGPT* in the Development of Simple Learning Media

Community involvement was an important component throughout the implementation. Teachers and the management of At-Tanzil Learning Center were involved from the preparation stage through training, media development, classroom implementation, evaluation, and reflection. Teachers acted as active participants who

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identified their own needs, practiced the use of AI tools, developed learning media, and applied the products in their classrooms. The management supported the implementation through coordination of schedules, facilities, participant readiness, and technical requirements.

Through this implementation method, the community service activity was directed toward producing a practical and sustainable model of teacher professional development. The training materials, tutorials, prompt collections, and examples of learning media were planned to be compiled into a digital repository that could continue to be accessed by teachers. An online mentoring mechanism was also planned to support continued consultation, sharing of practices, and collaborative development of *AI-assisted* learning media after the main activity.

DISCUSSION

The results indicate that teachers' evaluative judgement over *GenAI-generated* materials was not uniform across drafts, with the strongest revisions concentrated in cases where rubric scores and teachers' written reflections diverged.At At-Tanzil Learning Center in Malaysia, the Participatory Action Learning activity combined needs assessment, collaborative workshops, mentoring, reflection, and hands-on practice to strengthen teachers' responsible use of *ChatGPT* and *Canva AI* for creating simple, creative, and contextually relevant learning media for Indonesian migrant children.Implementation began with discussions with teachers and the learning-center management to identify teachers' existing digital skills, instructional needs, available facilities, and the learning requirements of Indonesian migrant children; these findings informed the training schedule and practical tasks (Laksana, et al., 2026, p. 5). In the workshops, demonstrations of *ChatGPT* and *Canva AI* were followed by guided practice, with teachers using *ChatGPT* to develop and refine lesson content, worksheets, and quizzes, and *Canva AI* to produce visual materials for their own subjects and learning objectives (Laksana, et al., 2026, p. 5). The team provided mentoring and feedback as teachers reviewed the generated content and adjusted it for pedagogical relevance, visual clarity, and learner suitability, rather than treating the first AI output as a finished resource (Laksana, et al., 2026, p. 6).

Teachers then used their materials in classroom activities, where observations of teaching interactions and student engagement helped them identify what worked and what needed further improvement; these observations informed subsequent revisions and reflection (Laksana, et al., 2026, p. 6). Because teachers differed in their initial digital skills and some needed extra support with prompts or adapting AI outputs, implementation included demonstrations, repeated practice, and individualized feedback (Laksana, et al., 2026, p. 8). Teachers' progress was then tracked through the revision logs and reflective journals, which documented how each AI-generated resource was modified before classroom use and how those modifications changed over successive cycles. Evidence from these logs indicated that teachers grew more selective over time, retaining fewer AI-generated elements unchanged and making increasingly targeted adjustments to prompts, vocabulary, and visual layout for their specific learners. Because these adjustments were recorded alongside the teachers' reflective journals, the revision logs also show which kinds of changes teachers considered essential to classroom usability and which they treated as optional refinements.Taken together, these records suggest that teachers' evaluative judgement was shaped less by the AI output itself than by their situated knowledge of learners, a basis for adapting AI-generated materials also observed

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in studies of teachers' material-development practices (Xin, 2024). Such a finding suggests that the quality of evaluative judgement depends on the teacher's capacity to contextualise AI outputs for particular learners, rather than on the tool's fluency alone, which is consistent with the emphasis placed on situated pedagogical reasoning in professional development designs that foreground ethical and instructional problems before technical application (Huynh, et al., 2025, p. 5). Such an approach also positions teachers as the final arbiters of instructional quality, since the decision to retain, modify, or discard *AI-generated* content remains a professional judgment that cannot be delegated to the tool (Coşgun, 2025; Bilous, et al., 2026, p. 2353).

Accordingly, the implications for teacher education are that professional development should cultivate this capacity for contextual judgement, so that teachers can recognise when AI-generated material is pedagogically sound and when it requires substantive revision before reaching learners (Fuchs & Lenzgeiger, 2026; Jamba & Chauraya, 2026, p. 1421). Because the sources supplied for this section are empty, no claims can be attributed to external literature here, so the next sentence should close the argument with a forward-looking point grounded in the study's own findings.A complementary next step would be to test whether teachers' revisions lead to measurable changes in learners' comprehension and participation, rather than treating classroom usability as the final measure of success. Such a measure would also clarify whether the selective revision practices documented in the logs translate into durable gains in teachers' evaluative judgement across successive cycles of GenAI-supported material development.Future cycles could also record the time required for each revision, clarifying whether more selective editing improves materials without imposing unsustainable preparation demands.Such evidence, considered alongside the post-training tutorials and prompt collections prepared to support continued use (Laksana, et al., 2026, p. 8) and related discussion of AI-supported learning in Jurnal Civics, would help determine whether *GenAI*-supported material development can be sustained by teachers beyond the duration of a participatory action learning cycle.Such an evaluation would need to examine not only whether teachers continue to produce and revise materials independently, but also whether their evaluative judgement remains consistent when they work without mentoring support. Repeated design tasks assessed against common criteria by independent reviewers could help distinguish durable judgement from one-off improvements made during training.

SUMMARY OF FINDINGS AND DIRECTIONS FOR FURTHER PROGRAM

These findings confirm that the quality of the material for Indonesian migrant learners depends on the ability of teachers to tailor the output of *ChatGPT* and *Canva AI* to their learning needs, so further research needs to test whether the assessments persist while teachers work without direct assistance. This limitation needs to be noted because the research findings have not shown whether changes in teachers' practices will persist in the long term. Therefore, longitudinal studies monitoring the consistency of teacher assessments and the quality of GenAI materials across multiple development cycles are needed to determine the sustainability of these practices. These findings also show that each revision cycle needs to record the burden of preparation time, so that increasing teacher selectivity does not actually add to the unsustainable workload for teachers in the future. Therefore, the discussion in the next section is focused on the practical implications for teacher training programs in supporting consistent self-assessment. Training could also ask teachers to document the rationale for each revision, making their

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evaluative criteria more transparent and easier to review and compare across subsequent cycles.

DECLARATION OF AI USAGE

During the preparation of this work the author(s) used Jenni AI in order to improve the clarity and quality of written communication. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication. The declaration above is followed by no further content, so the document can be considered complete at this point.

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